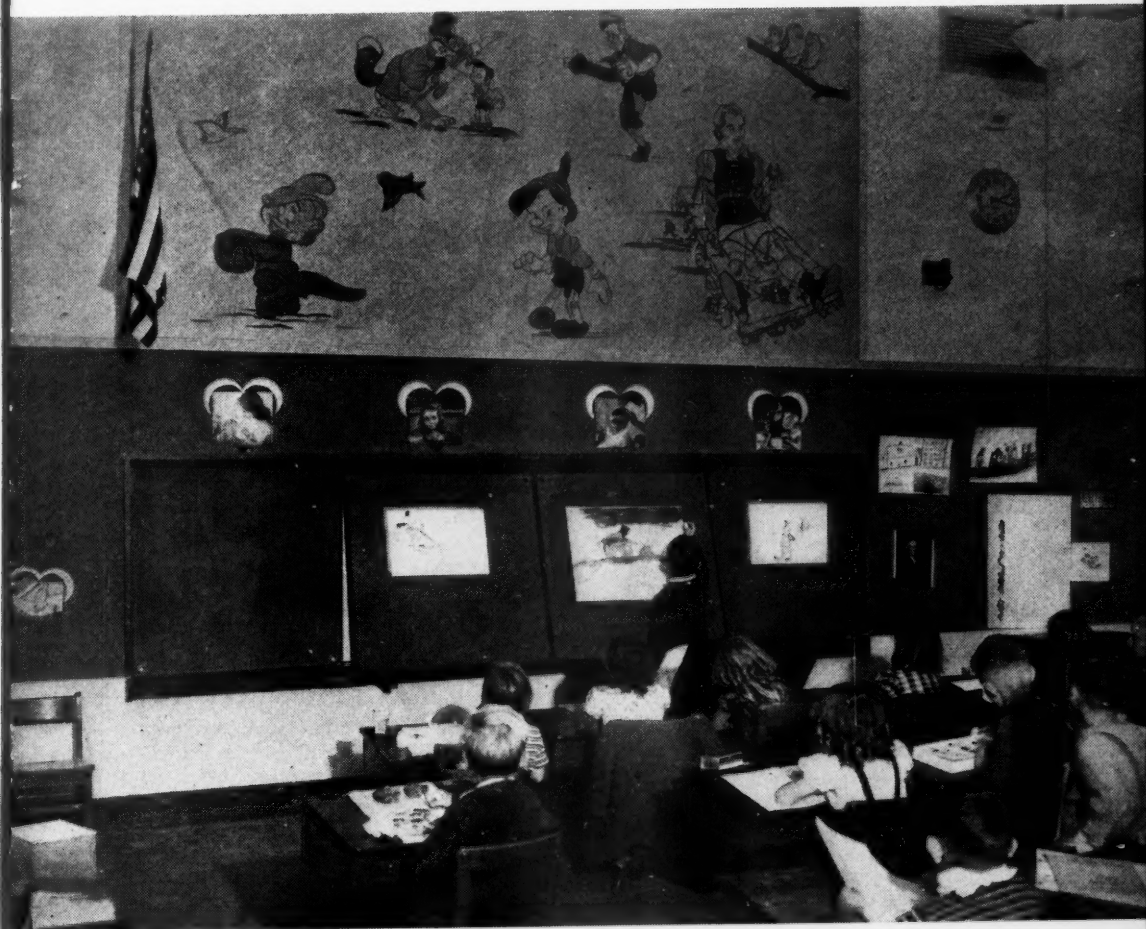


# CALIFORNIA SCHOOLS



JUNE, 1940

# CALIFORNIA SCHOOLS

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### COVER

The picture on the cover shows an interior view of recently constructed elementary classrooms at Avenal School in the Reef-Sunset Union Elementary School District, Kings County. Even, natural lighting is well directed upon front boards and the temporary mural panel. Other features include well-controlled bilateral lighting, a square-shaped room, and generous floor area and storage spaces.



## Types of Information Available from California High Schools on the Status of Graduates and Former Students

AARON E. JONES, *Technical Director of the California Youth Study for the State Department of Education*

One phase of the survey on the condition of California youth during the years 1934-38 conducted by the State Department of Education and the State Relief Administration was a request for information from high schools on the status of graduates and "dropouts" since 1934.<sup>1</sup> Answers to the request came from 206 high schools. Of this number, 175 were from high school principals who had some information obtained in follow-up studies in the five-year period. The remaining 31 schools had previously stated that no such follow-up studies had been made. The answers indicate that surprisingly little is known of the status of graduates, even those who are enrolled in some institution of higher learning. Particularly, it is evident from these reports that almost no official information is available on students who left school without graduating.

The accompanying table shows the number and percentage of the 206 schools which could supply data on the various activities of graduates and former students since 1934.

Only a few of the 206 schools had information on all of the eleven items. The number of schools reporting some information is probably too small to permit sweeping conclusions to be drawn as to the adequacy of follow-up studies conducted among graduates and former students by high schools. The data do seem to indicate that a great many schools are out of touch with former students. This lack of contact, in turn, must necessarily result to some extent in the failure of schools to achieve the general aims of counseling and guidance. Thus the students lose the benefit of the school's guidance in the years when they are becoming established in adult pursuits.

The number of high schools, 36, reporting information on students entering institutions of higher learning is too small to give an adequate idea of the percentage of California high school graduates who continue

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<sup>1</sup>Other aspects of the Youth Survey were previously reported by Dr. Jones in the following issues of *California Schools*: May, 1939, June, 1939, August, 1939, October, 1939, January, 1940, February, 1940, March, 1940, and April, 1940.

in school. In view of the fact that most high schools give so much attention to teaching academic courses designed chiefly to prepare young people for college, it is significant that there is little information on the postgraduate pursuits of students. A more complete check-up of the activities of graduates might provide some indication of the efficiency of this academic training in the adult life of these students. The question must inevitably be asked whether a large proportion of high school graduates now entering vocational fields and homemaking are inadequately trained for their responsibilities.

**Number and Percentages of High Schools Which Can and Cannot Supply Various Types of Information on the Status of Former Students and Graduates**

| ITEMS OF INFORMATION SOUGHT   | NO OFFICIAL INFORMATION |          | SOME INFORMATION |          |
|---|-------------------------|----------|------------------|----------|
|   | NUMBER                  | PER CENT | NUMBER           | PER CENT |
| 1. Number of graduates entering schools of higher learning-----                     | 170                     | 82.5     | 36               | 17.5     |
| 2. Number of graduates completing two years of junior college, 1934-38-----         | 184                     | 89.3     | 22               | 10.7     |
| 3. Number of graduates completing four years of university or college-----          | 183                     | 88.8     | 23               | 11.2     |
| 4. Number of graduates employed-----  | 181                     | 87.9     | 25               | 12.1     |
| 5. Number of graduates unemployed and seeking work-----                             | 195                     | 94.7     | 11               | 5.3      |
| 6. Number of graduates receiving systematic vocational or educational guidance----- | 191                     | 92.7     | 15               | 7.3      |
| 7. Number of graduates married-----   | 183                     | 88.8     | 23               | 11.2     |
| 8. Number of graduates divorced-----  | 192                     | 93.2     | 14               | 6.8      |
| 9. Number of graduates owning homes-----  | 195                     | 94.7     | 11               | 5.3      |
| 10. Number of students dropping out of school, 1934-38-----                         | 195                     | 94.7     | 11               | 5.3      |
| 11. Number of "dropouts" employed--   | 197                     | 95.6     | 9                | 4.4      |

Among schools reporting information, the range of percentage of high school graduates of 1934 to 1938 completing two years of junior college was from 0 per cent to 36 per cent. Frank B. Lindsay found that 57.49 per cent of the entrants to higher schools in 1936 entered junior colleges.<sup>1</sup> The need for high schools to adjust to serve those who do not go on to college or other schools, and of junior colleges to better serve the interests of those who enter, is clearly evident from these data. High schools, it seems reasonable to expect, should have

<sup>1</sup> Frank B. Lindsay. "Statistics of High School Graduates," *California Journal of Secondary Education*, XIII (April, 1938), 4.

accurate information concerning the number of their graduates in higher or continued education. The 23 high schools able to report on graduates completing four years of university or college, had only fragmentary records.

Only a few of the schools reporting had made some check on the employment status of graduates. Of the total, 25 high schools had made some study of the number of students employed. For example, 22 high schools had accurate knowledge of the percentage of 1938 graduates employed. Among the 25 schools the highest median for any one year was 54 per cent for boys and 26 per cent for girls.

Only 11 of the 206 schools had any information on the percentage of graduates unemployed and seeking work. The highest median percentage for any year from 1934 to 1938 was 10 for boys and 11 for girls. These median percentages are made unduly low because of the reports of a few high schools in industrial centers, such as lumber camps, where all the students who want work can get it immediately upon graduation.

While some schools serve as high as 60 per cent of their students through systematic vocational and educational guidance after graduation, the median for all schools who give such services is only 4.5 per cent. If the high schools of the state were following the recommendations of most experts in guidance, counseling, and curriculum development, they would have far more accurate data concerning the work done by their students after leaving schools, and they would be giving far more guidance and direction to them, according to their needs. Merton E. Hill suggests eight steps in curriculum building for junior colleges. Two of these steps are significant to mention here:

Consultation and conference with former students to get help from them in changes to be effected in courses.

Establishment of a Placement Bureau; assign it the responsibility of a continuous follow-up of former students and of keeping the Survey [occupational] up to date.<sup>1</sup>

If this after-graduation service is important in the lives of junior college students, how much more important does it become for those who leave school with only high school training or less? How better can the work of the schools be evaluated? How can youth be given more opportunity to advance from blind-alley or "stop-gap" jobs into which so many of them go upon leaving high school?

Very little information was reported on the marital and domestic status of graduates. Five years after graduation, only 15 schools could report on the number of married graduates. The median percentage

<sup>1</sup> Merton E. Hill. *The Functioning of the Public Junior College: A Symposium*. Berkeley: University of California, 1938, pp. 99-100.

of men graduates who were married was 12; of women graduates who were married, 35. The problem of divorce probably is not significant for graduates of this five-year period. Among the schools reporting on graduates owning their own homes, the median percentage was 10 for men and 29 for women for the year 1934. In 1938 the median percentages were 0 for men and 9 for women.

The data provided by these reports indicate schools have little knowledge of the activities of students who have dropped out of school during the past five years. From this paucity of information, it is natural to assume that high schools are extending little guidance service to such young people. The United States Office of Education assisted in a survey in 13 communities of the United States in 1935.<sup>1</sup> A summary of these surveys invites attention to the fact that one-half of the men with no school training beyond the eighth grade were unemployed; less than one-fourth of those who remained in school to complete grades 9, 10, 11, or 12 were unemployed; less than one-fifth of those who pursued studies beyond high school graduation were out of work. It is recognized, of course, that many who leave school from the lower grades do so because of low abilities and that these people will have difficulty in adjusting in industrial or employment needs. The National Youth Administration, however, has found through experiments under its guidance program that youth show unexpected potentialities in unusual vocational situations. This indicates the need for changes in guidance practices. While many of the unemployed youth assigned to NYA projects are to all appearances "fit for nothing but unskilled or semiskilled work"; yet reports show that the right environment and a sympathetic supervisor results in surprising achievements on the part of these young workers.<sup>2</sup>

The few schools which did have information on the employment status of "dropouts" were aware of the low percentage of those employed. It is evident from facts available on school records that "dropouts" of most schools face a serious problem. Only one school had information for all years, except 1937-38, on the number of "dropouts" who are unemployed and seeking work. For the year 1937-38, four schools had information on this item for men and one could report for women.

Practically all high schools were unaware of any guidance given to their former students. However, a few schools, about four in number, seem to be making an attempt to serve these youth through departments of placement and guidance.

<sup>1</sup> *Youth Community Surveys*. Office of Education Bulletin, 1936, No. 18-VI. Washington: United States Department of the Interior, 1937, pp. 42.

<sup>2</sup> Palmer O. Johnson and Oswald L. Harvey. *The National Youth Administration*. Staff Study No. 13. Prepared for the Advisory Committee on Education. Washington: United States Government Printing Office, 1938, pp. 89-90.



There is no doubt that many of these schools have important information concerning their graduates and "dropouts" that was not asked for at this time. Several very important studies have come to the attention of the survey staff and there is evidence that schools are anxious to make continuous follow-up studies of their former students, to continue to serve, and to guide, and retrain them or give them further training in the fields begun. If funds could be provided to employ clerical help, co-ordinators, placement directors, and vocational counselors, there is no question that hundreds of secondary school officials would welcome such a service in and for their schools.

Many of the high schools are too small to justify an addition of special placement and guidance personnel; but if several high schools that are in proximity to each other could unite in this undertaking, much could be done. An example of this is found in the larger cities where several schools are under one administration. In Oakland the co-ordinator of placement and his staff, which serves all schools of the city, has made some very important follow-up studies of the graduates from these schools. Without a large placement and research staff in each school, all schools enjoy the benefit accruing from the work of a staff of people especially trained for their work.

## **DEPARTMENTAL COMMUNICATIONS**

### **Division of Secondary Education**

AUBREY A. DOUGLASS, Chief

#### **WORKSHOP EVALUATION OF CO-OPERATING SCHOOLS PROJECT**

The Co-operating Schools Project, originally set up for five years, terminates with the current school year. A decision must soon be reached about the future status of these schools. Such a decision should rest at least in part upon judgment of what has been accomplished, and in part upon a future program that will be of benefit both to the Co-operating Schools and to the colleges and universities which have been affiliated with the enterprise.

Accordingly, a two weeks' workshop has been arranged for this summer, at which the principals of the schools and others who have been closely associated with the Project will be present. The principals will present detailed descriptions of their organizations, as well as proposed modifications and changes. From these reports and from discussions, trends will be analyzed. Judgments will be rendered upon the values of curriculum modifications and administrative practices.

During the past year the schools have reached an agreement upon certain objectives or aims which instruction should further. A canvass has been made of tests and other instruments of appraisal, as these pertain to these objectives and aims. These tests and instruments of appraisal will be thoroughly examined during the time set aside for the workshop, with a view toward their use in the schools. If an agreement can be reached regarding the manner in which the results of secondary education can be measured or appraised, the plan will be placed before the colleges and universities for their consideration.

### **Bureau of Trade and Industrial Education**

J. C. BESWICK, Chief

#### **SUMMER PROGRAM FOR TEACHERS OF AUTO MECHANICS**

An auto mechanics' training program for teachers in this trade field will be conducted during the summer of 1940 at the General Motors Institute, Flint, Michigan.



Two classes will be conducted—the first class opening on June 24 and extending through July 19, and the second class opening on July 22 and extending through August 16. In previous years a number of instructors of auto mechanics in California have enrolled in the course conducted by the General Motors Institute, and have been well satisfied with the instruction provided.

Persons interested in enrolling for this program are requested to communicate directly with Mr. W. T. MaWhinney, Registrar of the General Motors Institute. Upon request, the Chief of the Bureau of Trade and Industrial Education will be glad to recommend instructors, qualified to be admitted to the summer program, to Mr. MaWhinney.

## FOR YOUR INFORMATION

### MERIT AWARD FOR U. S. RADIO SERIES

The educational radio series "Gallant American Women" of the United States Office of Education has been awarded a certificate of merit by the National Federation of Press Women. The certificate was awarded at the annual banquet of the Federation at Kansas City, Missouri. A similar certificate was awarded to the Women's Division of the National Broadcasting Company, headed by Margaret Cuthbert.

"Gallant American Women" broadcasts are produced by the Radio Division of the United States Office of Education, Federal Security Agency, with the co-operation of the Women's Division of the National Broadcasting Company. William D. Boutwell, Chief of Radio, Publications and Exhibits, heads the staff responsible for the programs. Scripts written by Jane Ashman are edited by J. Morris Jones. Mrs. Eva Hansl, of the Women's Division, National Broadcasting Company, is program supervisor. Mrs. Mary Beard, author, and Eugenie Leonard, of the United States Office of Education, are historical advisers for the broadcast. Other members of the staff include Philip H. Cohen, production director, Rudolf Schramm, music director, and Philip Leonard Green, research director.

### EXCHANGE OPPORTUNITY FOR TEACHERS

Teachers of California are offered an opportunity to exchange positions for a year with teachers in Canada, Latin America, or other sections of the United States. The offer is made possible through a project of a candidate for the degree of doctor of philosophy at Teachers College, Columbia University. A fee of twenty dollars will be asked of each teacher actually exchanged to pay for the service.

Information may be obtained from Frederick Eby, Jr., Teachers College, Columbia University, New York City.

### ELECTRIC SAFETY BULLETIN AVAILABLE

The booklet *Electric Service With Safety*, distributed by the Public Relations Committee of the International Association of Electrical Inspectors, may be had free of charge by schools under the following regulations:

1. Only requests directly from schools on school stationery, will be honored.
2. Agreement must be made in the school's letter, to pay shipping charges from New York.
3. Maximum request, 1000 copies (Do not request the maximum if a smaller number will do).
4. Requests will be honored in the order received.

Requests for copies should be addressed to the Public Relations Committee, I. A. E. I., 85 John Street, New York City.

### **RADIO PROGRAMS FOR PARENTS**

During the month of June the Bureau of Parent Education of California State Department of Education will join the Woman's Magazine of the Air, National Broadcasting Company, for a series of discussions of questions of interest to parents.

The series will begin on Tuesday, June 4, at 1:30 p.m. over KGO. Everyone interested is urged to give publicity to this series of broadcasts, and to ask parents who are interested in the development of useful radio programs of educational character to note criticisms and suggestions and send them to the National Broadcasting Company or to Dr. Gertrude Laws, Chief of the Bureau of Parent Education, 515 Van Ness Avenue, San Francisco.

### **DISTRIBUTION OF EXPOSITION FILMS**

The films "Your Children Learn" and "Learning for Living" made by the Education Exhibit Department of the California Commission for the Golden Gate International Exposition which have been lent to various public schools and affiliated organizations during the past year, will not be available during the period of the Exposition, May 25 to September 29, inasmuch as they will be projected every afternoon in the Education Department of the Commission, in the Hall of Science, Treasure Island. During the Exposition these sound-color films will be shown in the Education Demonstration Theatre.

### **CALENDAR OF EDUCATIONAL MEETINGS**

During 1939-40 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1939-40.

| <i>Date</i>    | <i>Organization</i>  | <i>Place</i>                       |
|----------------|--|------------------------------------|
| June 24-29     | Annual Conference of the California<br>Agricultural Teachers Association | San Luis Obispo                    |
| July 8-12      | Reading Conference   | University of California, Berkeley |
| July 13-26     | Conference on Supervision in Elementary<br>Schools                       | University of California, Berkeley |
| July 15-26     | Terminal Annual School Executives Conference                             | University of California, Berkeley |
| July 22-24     | Conference on School Health Education                                    | University of California, Berkeley |
| July 29-Aug. 3 | Conference on Visual Education   | University of California, Berkeley |

## PROFESSIONAL LITERATURE

### CURRENT PUBLICATIONS RECEIVED

- COOK, KATHERINE M. *Public Education in the Panama Canal Zone*. Office of Education Bulletin 1939, No. 8. Washington: United States Department of the Interior, 1939.
- BEUST, NORA E. *500 Books for Children*. Office of Education Bulletin No. 11, 1939. Washington: United States Department of the Interior, 1940.
- A Decade of Court Decisions on Teacher Retirement, 1930-1939 Inclusive*. Washington: National Education Association of the United States, 1940.
- DEWEY, JOHN. *Freedom and Culture*. New York: G. P. Putnam's Sons, 1939.
- FARGO, LUCILLE FOSTER. *The Library in the School*. Chicago: American Library Association (3rd edition), 1939.
- GULICK, LUTHER HALSAY, and MODLEY, RUDOLF. *The New York Primer*. New York: The Regents' Inquiry, 1939.
- LORD, RUSSELL. *The Agrarian Revival: A Study of Agricultural Extension*. Studies in the Social Significance of Adult Education in the United States, No. 17. New York: American Association for Adult Education.
- MONTESSORI, MARIA. *The Secret of Childhood*. New York: Frederick A. Stokes Co., 1939.
- RUSSELL, JOHN DALE. *The Outlook for Higher Education*. Proceedings of the Institute for Administrative Officers of Higher Institutions, 1939. Chicago: University of Chicago Press.
- Social Background of Education*. Review of Educational Research, Vol. X, No. 1, February, 1940. Washington: American Educational Research Association.
- Subject Index to Books for Intermediate Grades*. Compiled by Eloise Rue. Chicago: American Library Association, 1940.
- Subject Index to Children's Plays*. Compiled by a Subcommittee of the A. L. A. Board of Library Service to Children and Young People, Elizabeth D. Briggs, Chairman. Chicago: American Library Association, 1940.
- THOMAS, MILTON HALSEY. *A Bibliography of John Dewey, 1882-1939*. New York: Columbia University Press, 1939.
- WILLIAMSON, EDMUND G. *How to Counsel Students: A Manual of Techniques for Clinical Counselors*. New York: McGraw-Hill Book Co., Inc., 1939.